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ABSTRACT

The Telephone Program which was initially implemented at College of the Canyons ran from February 16, 1977 to June 24, 1977. The Counseling Department coordinated and implemented the program using a volunteer student coordinator and student workers. The program was developed in order to accomplish four objectives: (1) recruit new students from all backgrounds and areas of the Santa Clarita Valley; (2) assess the educational needs of this diverse community; (3) inform the community of the college, and explain its community based, open door pholosophy; and (4) obtain community opinion and suggestions regarding the college. The program was two-phased. Phase one consisted of immediate recruitment just prior to the beginning of the Spring Quarter. Phase two also placed emphasis on recruitment and additionally incorporated a questionnaire to assess community needs. Student workers telephoned into the community from various locations in the college. They called at all times of the day and evening, using a telephone script and questionnaire to obtain information. Results were compiled and presented to the college's Board of Trustees. The response from the community was positive - - people were pleased to learn about college offerings and feel the college was truly interested in their needs. The following year a CETA worker was hired, especially for this project, and the program was continued. (Author/JLL)

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C. P. G. A. CONVENTION

February, 1978

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A TELEPHONE SURVEY APPROACH FOR ASSESSING COMMUNITY NEEDS AND RECRUITMENT

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COLLEGE OF THE CANYONS

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COLLEGE OF THE CANYONS

TELEPHONE PROGRAM

INTRODUCTION

The concept of using the telephone for recruitment of students was discussed in Student Personnel Meetings during the month of February, 1977. From this preliminary discussion to its final state, the Telephone Program underwent many changes and modifications. A brief summary of the Telephone Program's basic development and implementation is as follows:

Violet Hamilton, Director of the EOPS Program initially contacted and arranged for Mr. Robert De Gueverra, a member of the Pacific Telephone Company, to present the Student Personnel Staff with information regarding the Phone Company's Phone Power Program. This presentation convinced the staff that the telephone could be used effectively to supplement the college's current recruitment efforts. Dr. Adelini, Dean of Student Activities and Chairperson of the Campus Wide Recruitment Committee, volunteered to pursue with Mr. De Gueverra the possibility of implementing a Phone Recruitment Program at College of the Canyons.

The Telephone Program officially began Wednesday, February 16, when a workshop was presented by Mr. De Gueverra to train student workers to effectively use the telephone for recruitment. Thirteen student workers recruited from the EOPS and College Work Study Programs attended this workshop. Following the workshop, planning sessions were held daily from February 28 to March 4 by counselors Dr. Robert Gilmore and Mr. Steve Handa. These planning sessions were used to evaluate, modify, and supplement the methods and strategies presented by Mr. De Gueverra. A phone "script" was designed and a phone team of six student workers was assembled.

Once the initial recruitment script was developed, training sessions were held daily from March 7 to March 11. This training consisted of evaluation, critique, and discussion of simulated and actual phone calls. An emphasis was placed on viewing the program as a service to the community. During this training period, Sociology Instructor, Mr. Dale Smith, provided helpful in-service advice and numerous suggestions for improving the telephone team's phone technique.

On March 14, 1977, actual phoning began, and Phase I of what eventually became a two-phase program was underway. Phoning early in the program was designed strictly toward recruitment of students for the Spring 1977 Quarter. Phase I ran from March 14 to April 1. During this three week period 540 calls were made and 265 individuals were contacted. Forty one schedules of classes were requested by interested individuals and mailed, and meetings at the college were arranged with interested prospective students. In this initial phase, recruitment efforts were concentrated in Canyon Country due to low student enrollment from this area.

During the first two weeks of the Spring Quarter phoning ceased and the time was used to evaluate previous efforts. Members of the phone team felt the majority of persons contacted had been very receptive and thankful for the information and assistance. It was also felt by all involved that the Telephone Program had a valuable community relations effect. On the strength of this information and due to the slight decline in enrollment for the 1977 school year, it was decided that the Telephone Recruitment Program should continue through the Spring Quarter.

Phase II of the Telephone Program began on Monday, April 18, with planning sessions held daily throughout the week to discuss new recruitment methods. Since recruitment during the Spring Quarter would be for the upcoming Fall Semester, which was five months away, a survey or community needs assessment approach was implemented. This approach was chosen because it served two main purposes. It not only could help identify interested new students for recruitment at the present time, but it could also provide useful information and data which would assist with recruitment in the future.

A workable questionnaire was developed during the two week planning period for Phase II. Due to the more lengthy and complex nature of the needs assessment approach, re-training sessions were also held during the week of April 18 to 22. A volunteer member of the Telephone Team, Mrs. Sandra Austin, was assigned as student coordinator, and assisted in the organization and coordination of Phase II of the program. The total number of hours students were calling was increased, and efforts were expanded into all areas of the Santa Clarita Valley. Evaluation meetings were held each week, and the survey data was accumulated and tallied daily.

Phase II of the Telephone Program officially ended June 24, 1977. During the final three weeks of the program, schedules of classes and application forms were mailed to all persons who had requested them. Follow-up telephone calls were also made to all individuals who had indicated an interest in attending College of the Canyons during the Fall Semester.

PURPOSE OF THE PROGRAM

The Telephone Program was developed in order to accomplish four main purposes. These were to:

1) Recruit new students from all backgrounds and areas of the Santa Clarita Valley.

2) Assess the educational needs of this diverse community.

3) Inform the community of the college, and to explain the college's community-based, open-door philosophy.

4) Obtain community opinion and suggestions regarding College of the Canyons.

METHOD

Phase I: Telephone calling for Phase I of the program extended over a three week period just prior to the start of the Spring Quarter which began April 4, 1977. During this time six student workers were hired for the Telephone Program using EOPS and College Work Study funds, and funds from the District Budget.

A phone script (see Appendix A) was developed to serve as a guide in assisting students with their calls, and a worksheet (see Appendix B) was designed to be completed for each individual call. Once the students had been trained, a telephone cross directory, which lists telephone numbers by streets, was used to isolate specific areas in Canyon Country. Students were instructed to make calls using the script as a guide to initiating the conversation. They were also informed to call only the street selected. Streets were chosen at random throughout Canyon Country.

Students called at all times of the day and evening from various locations throughout the college. The evening callers had the greatest number of contacts, although on the average one call out of every four resulted in an answered telephone. Student callers for Phase I were all currently working on campus prior to being recruited for the Telephone Program. All of the students calling during Phase I maintained their prior jobs in addition to the telephoning. The six students phoned a combined total of 10 hours a week during the three week calling period. In order not to tie up the college's outgoing phone lines, only two callers were scheduled to work at any one time.

Each phone call began with a short introduction and the reason for calling. Following this the caller usually asked the contacted individual if he or she had ever heard of the college, and if they had ever considered attending. From this point on each conversation differed depending on whether or not the person contacted wished to continue the conversation or obtain information concerning the college. All those contacted who were interested or who had considered attending responded very spontaneously, and many requested class schedules and application forms. Schedules of classes and application forms were mailed to all interested individuals who requested them and follow-up phone calls were made by counselors to those individuals who had questions the student callers could not answer.

Phase II: At the beginning of Phase II five new students were hired who could each work at least 10 hours a week and a volunteer student coordinator was added. This resulted in the average total weekly telephone hours increasing from 10 in Phase I to approximately 60 hours in Phase II. The area being called was expanded from strictly Canyon Country to the entire Santa Clarita Valley. The Valley was broken down into the five areas of Saugus, Newhall, Valencia, Canyon Country, and Val Verde/Castaic, and a minimum quota of 200 calls was set for each area.

The method for calling during Phase II differed from Phase I mainly due to the change from a script to the needs assessment approach, however, in both cases the emphasis was on recruitment. In the needs assessment approach, callers worked from a standard questionnaire (see Appendix C), and asked the same questions to each individual contacted. This questionnaire was basically developed from the needs and suggestions of the persons contacted during Phase I. The questionnaires of all interested persons were marked by the callers to ensure mailing of class schedules and application forms, and future follow-up telephone calls.

RESULTS

Data compiled as of August 22, 1977 is as follows:

Phase I - During the three weeks of calling in Phase I, 540 calls were made, and information was mailed to 41 interested individuals. Of these 41 persons, 4 actually enrolled and attended classes during the 1977 Winter Quarter. (see Appendix D for complete summary).

Phase II - During Phase II over 6000 telephone calls were placed to 3650 community members. 1167 individuals were contacted and responded to the questionnaire. 32 individuals have enrolled in classes as of August 22, 1977 for a total of 187 class units or an average of 6 per student. (see Appendix E for complete list).

RESULTS OF THE COMMUNITY NEEDS ASSESSMENT QUESTIONNAIRE (see Appendix F):

1. 55% of those contacted indicated they are presently taking, have taken, or have considered taking classes at some time. This figure indicates that almost half (45%) had never considered attending College of the Canyons prior to the telephone contact.

2. 67% of the respondents stated they had previously seen and had access to a schedule of classes, with the majority viewing it in the supplement to the Signal Newspaper.

3. 40% stated they were unaware that any form of financial assistance was available to prospective students.

4. 153 persons (13%) were not aware that evening classes were offered at the college.

5. 60% of those contacted expressed an interest in Saturday classes.

6. 66% favored the idea of registration by mail.

7. There were a large number of classes suggested by community members in response to question 7. In some casses individuals suggested classes presently being offered at College of the Canyons. When this situation arose, the caller was able to inform the person of the specific class and provide the class title and number should the person wish to enroll. However, many of the courses suggested were not classes presently being offered. The majority of these classes were in the Vocational area, with a large number of respondents asking for classes in Home Economics, Interior Decorating, Home Financial Management, and Fashion Design. Other areas which received a number of requests for expanded course offerings were Photography and Art (See Appendix G for complete list).

8. Transportation or location of the college was not a major deterrant or problem in attending for most individuals responding to question 8, except for those living in Val Verde and the Timberlane area. 141 respondents felt transportation was a problem.

   Optional Question on Child Care - 65% of those responding to this question thought College of the Canyons should have a Child Care Center, and 199 respondents said they would attend if such a facility were established.

9. In response to question 9, 50 individuals felt that with the telephone contact there was already good communication between College of the Canyons and the community. 25 persons felt the Telephone Program should continue and be expanded. Other suggestions for improving communication between the college and community included contacting more community groups, a monthly newsletter, and more advertising (See Appendix H for complete list).

DISCUSSION

During the Telephone Program's early planning and development stages four main purposes for having such a program evolved out of the discussions. These four purposes were stated earlier in the body of this report, however, it is important in an evaluation of the Telephone Program to also assess to what degree each goal was met.

1) Recruitment - Although it is difficult to know exactly how many new students attended or will attend as a result of the Telephone Program, this data is being compiled through specially marked application forms in the Admissions and Records Office. In addition to the students directly recruited for the Fall Semester it is also felt that the long range effects of the program on future recruitment could be significant.

2) Community Needs Assessment - Although the number of individuals contacted through the Telephone Program was quite limited, the data which has been compiled represents a truly genuine and innovative effort by the college to assess the needs of a certain segment of its community. It is felt that the data compiled is a representative sampling of community opinion for those living in the Santa Clarita Valley.

3) To Inform the Community of the College - It was felt that by informing the community of the college and by explaining its community-based, open-door philosophy many more individuals might take advantage of the classes being offered at College of the Canyons. Although success in this area is difficult to measure, the Telephone Team felt that this was the most successful area of all. As a result of the Telephone Program a large number of community members have a much better understanding of the college and its services.

4) To Obtain Community Opinions and Suggestions - Because of the number of community members contacted, many individual opinions and suggestions were obtained. The majority of those contacted who were familiar with College of the Canyons seemed favorable in their opinions of the college. There were also many suggestions voiced by those who responded covering such areas as recruitment, classes, and overall college improvement. Many of these suggestions were creative and practical.

SUMMARY

The Telephone Program ran for a total of 18 weeks, from February 16, 1977, to June 24, 1977. The Counseling Department coordinated and implemented the entire program using a volunteer student coordinator and student workers. The total cost to the District for the program was $1,000. This money was used entirely for the employment of the student workers.

As a result of the A. D. A. (Average Daily Attendance) generated from the students recruited through the Telephone Program, the District will receive approximately $11,000. This figure is a conservative estimate since it is not possible to identify all students who have enrolled as a direct result of the publicity and exposure the college received through the Telephone Program.

The overall response of the community members contacted through the Telephone Program was extremely favorable. Many commented that they were surprised and pleased that the college would take the time and effort to personally contact them and inform them of its courses and services. A few citizens also took the time to write letters or call to voice their support of the college and the Telephone Program.

APPENDIX A

TELEPHONE SCRIPT

MAY I PLEASE SPEAK WITH_____

HELLO, MR., MISS_____, THIS IS_____
FROM COLLEGE OF THE CANYONS.

I'M CALLING AS PART OF A NEW COLLEGE SERVICE WHICH PROVIDES INFORMATION TO THE COMMUNITY ABOUT COLLEGE OF THE CANYONS.

Possible Questions:

1. Have you ever heard about College of the Canyons?
2. Have you ever considered attending?
3. Do you have any special interests or hobbies?

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* Important

Remind all persons who you agree to send information that the classes they are interested in may close before they are scheduled to register. However, even if a class is closed they can try to add it the first day of class. Add cards and instructions for this procedure are available at the Admissions Office.

Ask interested persons if they would like to come to the college to speak with someone about the college, classes, or registration procedures. Make appointments anytime between 12 and 2 o'clock, any day from Monday, March 28, to Friday, April 1.

APPENDIX B

COC PHONE SURVEY WORKSHEET

March-1977

Name_____ Address_____ Phone_____

Date_____ Caller_____ Time of Day:_____ N/A_____

Call Back_____ (Time Preferred_____) Disconnect_____

Interested In:

_____Vocational programs_____

_____Child care

_____Financial Aid

_____Job Placement

_____Transfer

_____EOPS

_____Vet

Special Academics_____

Not interested because:_____

Suggestions by person called: (new courses, child care, etc.)

Please send:

_____Schedule

_____Catalogs

_____Flyers

_____Financial aid packet

_____Brochures

_____Campus Map

_____Vocational sheets

Phone Follow-up:

_____Bob Wells

_____Steve Handa

_____Bob Gilmore

_____Fran Wakefield

_____Violet Hamilton

_____Al Adelini

_____Fran Apolito

_____Evening Counselors

Other:

Remarks: (by caller) _____

_____

SH:wh
7/25/77

APPENDIX C

PHONE SURVEY QUESTIONNAIRE

NAME (MR.,MS.)_____ADDRESS_____
PHONE_____CALLER_____
NO ANSWER_____Disconnect_____

1. Have you ever considered taking a class at College of the Canyons?
   Yes_____No_____Is Attending_____Has Attended_____

2. Have you ever seen a schedule of classes from College of the Canyons?
   Yes_____No_____If yes, where did you see it? _____

3. Are you aware that financial assistance and the G.I. Bill is available to students? (Cash grants, Jobs, Loans) Yes_____No_____

4. Did you know that we have classes offered at night? Yes_____No_____
   a. If you were to attend, would you be more interested in Day Classes or Evening Classes?

5. Do you think offering classes on Saturday would be a good idea? Yes___No_____

6. Do you think registering by mail is a good idea? Yes_____No_____

7. Do you have any suggestions of classes that could help you in your present job or hobby?_____

8. Does the distance you live from the college present a transportation problem that would prohibit your attendance? Yes_____No_____
   a. If Yes, would you be interested if classes were offered in your neighborhood? Yes_____No_____
   b. If yes, what classes would you like to see offered?_____
   _____

OPTIONAL (Female
   A. Do you think College of the Canyons should have a child care center, or offer child care on campus for attending students? Yes_____No_____
   B. If yes, would you attend if child care were offered? Yes_____No_____

9. Do you have any suggestions on how we could more effectively communicate with the community?_____

COMMENTS:_____

_____

* REMIND EVERYONE THAT THE FALL QUARTER REGISTRATION BEGINS ABOUT THE BEGINNING OF JUNE.

APPENDIX D

TELEPHONE PROGRAM
SUMMARY - PHASE I

	Number
Total Calls	540
Confirmed Contacts	265
Already Attending	28
COC Graduate	7
Desired Schedules and Information	41
Desired Future Contact	11
Needed Transportation	4
Needed Child Care	21
Needed E.S.L.* Classes	5

Students who enrolled as a result of the Telephone Program:

	Units
1. Patricia Canfield	16
2. Richard Mailloux	8
3. Albert Myers	6
4. Bobby Sherrell	12

*English as a Second Language.

APPENDIX E

Listing of students enrolled as a result of the Telephone Program Phase II, as of July 22, 1977:

Name	Units
D. Blake	16
M. Conway	4
J. Demeo	6
J. Famiglietti	6
R. Frazier	8
J. Haney	1
D. Haynie	1
Hansmeyer, B.	6
J. Jensen	6
Z. King	5
J. Mincks	6
T. Norris	5
R. Perdue	2
R. Plate	6
G. Preston	5
E. Reed	6
Ms. Reete	6
B. Routolo	15
T. Sikoryak	6
D. Smith	6
R. Smith	6
J. Snider	2
R. Spoerning	5
W. Spoerning	3
R. Steinbrueker	6
J. Stone	5
J. Stone II	5
J. Tanner	15
C. Tokle	3
J. Tubbs	13
P. Weaver	2

APPENDIX F

PHONE SURVEY QUESTIONNAIRE

NAME (MR.,MS.)_____ADDRESS_____
PHONE_____CALLER_____
NO ANSWER_____Disconnect_____

Total number of individuals responding - 1,167

1. Have you ever considered taking a class at College of the Canyons?
   Yes 537 No 523 Is Attending 32 Has Attended 75
2. Have you ever seen a schedule of classes from College of the Canyons?
   Yes 788 No 379 If yes, where did you see it? _____
3. Are you aware that financial assistance and the G.I. Bill is available to students? (Cash grants, Jobs, Loans) Yes 697 No 470
4. Did you know that we have classes offered at night? Yes 989 No 178
   a. If you were to attend, would you be more interested in Day Classes or Evening Classes? DAY 273 EVENING 550 NO RESPONSE 344
5. Do you think offering classes on Saturday would be a good idea? Yes 708 No 408
   No Response 51
6. Do you think registering by mail is a good idea? Yes 779 No 327
   No Response 61
7. Do you have any suggestions of classes that could help you in your present job or hobby?_____
8. Does the distance you live from the college present a transportation problem that would prohibit your attendance? Yes 141 No 997 No Resp. 29
   a. If Yes, would you be interested if classes were offered in your neighborhood?
      Yes_____No_____
   b. If yes, what classes would you like to see offered?_____

OPTIONAL (Female. A. Do you think College of the Canyons should have a child care center, or offer child care on campus for attending students?
Yes 736 No 191 No Response 240
B. If yes, would you attend if child care were offered?
Yes 199 No_____

9. Do you have any suggestions on how we could more effectively communicate with the community?_____

COMMENTS:_____

* REMIND EVERYONE THAT THE FALL QUARTER REGISTRATION BEGINS ABOUT THE BEGINNING OF JUNE.

APPENDIX G

Question #7: Courses suggested/Number of Requests

*P.E. Classes at Night (4)

*Home Economics (4)
and
Cooking Classes (9)
Nutrition (6)

*Art Classes at Night (8)

*Class in Home Financial Management (7)

Sewing Classes (8)

Fashion Design (6)

Interior Decorating (8)

Bible and Theology Classes (4)

More Photography Classes (9)

Quilting (3)

Plant Care (3)

Dental Technician Program (3)

English as a Second Language (3)

Macrame (3)

Flower Arranging (2)

Cosmetology (2)

*Stained Glass Windows

Child Labor Laws

Railroading

*Bellydancing

Tennis (3)

Motion Pictures

Travel Courses

T.V. and Radio Repair

Boating

Scuba Diving

Glass Blowing

Horse Care

*Are currently offered or have been offered.

APPENDIX H

Question 9: Suggestions on more effective communication with community

Responses:	Number of Responses:
1. Good communication already	50
2. More telephone recruitment	25
3. More flyers and advertising	
4. Monthly Newsletter	
5. Contact more community groups	
6. Recruit more in high schools and junior high schools	
7. Send out schedules of classes to every community member	
8. Offer longer gym hours	
9. Provide more campus security	
10. More Credit/No Credit classes	
11. Offer a larger variety of night classes	
12. More summer classes	
13. Posters in the community	